
COMMUNIST-SOCIALIST

PROPAGANDA

IN

AMERICAN SCHOOLS



VERNE • P • KAUB

COMMUNIST-SOCIALIST PROPAGANDA IN AMERICAN SCHOOLS

By

VERNE P(AUL) KAUB

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ONE OF the sharpest of the sharp controversies in America today concerns what is going on in the public schools.

Charges and counter-charges are heard on the radio, from platform and pulpit, in colleges and seminars, even in the halls of Congress.

News stories, articles and editorials describing this controversy, usually in one-sided fashion, first appeared in professional journals and crusading publications, usually small both in size and circulation. In recent years magazines of national circulation have joined the hue and cry, usually in defense of harrassed pedagogues, although *American Legion Magazine* and perhaps a few others have voiced opposition to present-day policies.

In the over-all situation, whatever is wrong, if anything, and whatever is right in public school instruction must be, in large measure, result of influence of the principal policy-making body of the teaching profession, which is *National Education Association*.

Communist-Socialist Propaganda in American Schools is a case study of official publications of NEA and its subsidiary commissions, committees, departments and divisions with view to disclosure of the character of instruction which NEA recommends to the teachers of America.

The book makes amazing, yes, appalling disclosures about NEA's pattern of teaching for American youth.

So-called progressive education, endorsed without reservation of any kind by NEA, is based on un-American and anti-American atheistic philosophies. Progressive education is not in truth progressive, but worse than reactionary, actually subversive—so declares the author after presenting the evidence found in official NEA publications.

Progressive education means the "training" of young Americans to understand that they must not be subject to discipline, must never need to learn to obey.

Progressive education means that youth must not be subject to possible frustrations through engaging in scholastic or other competition.

Progressive education means instruction of youth by teachers who believe that satisfaction of human desires is the chief aim of life, and that in the search for this satisfaction, people should not be deterred by any of the ancient taboos which are part and parcel of religious beliefs.

Fantastic? It is all spelled out in the official writings of NEA policy makers.

"Education," as it is understood by the men and women in control of NCC policies and policy making, means instruction of American youth that:

Founders of the American republic did not in fact establish a republic but founded a democracy;

The founders were members of a relentless autocracy which wrote a constitution with the express purpose of enslaving the "common people";

A class struggle exists in America, and citizens actually will not be free until the "working class" is able to overthrow the aristocracy now in control and set up an "industrial democracy";

Glimmerings of real freedom for mankind can be seen plainly enough if America will but look toward the Russian Soviets and observe what has been accomplished there.

Grotesque? Yes, tragically so. But the sentiments expressed in the four paragraphs above will be found in quotations from official NEA writings which are published in this book.

To NEA policy makers the public schools of America are not merely a place where the next generation can be indoctrinated

with the Communist-Socialist ideology; rather, they are convenient tools for use in actually bringing about the collectivist state envisioned by the pedagogical dreamers.

Revelations in this book will shock the men and women who send their children to public schools and pay taxes to meet the cost of subversive teaching to which all too many public school pupils are subjected.

In his closing paragraphs the author expresses the hope that his book will do something toward awakening the rank and file of American teachers to the real meaning of the things which the policy makers of NEA are asking them to introduce into school curricula.

CHAPTER TITLES

Following the Communist-Socialist "line"

Using Communist-Socialist Techniques

Broadening Propaganda Field

"Building America"

Progressive Education "Exposes" Propaganda

Preoccupation with Democracy

Fostering Materialistic Educational Policies

Promoting International Collectivism

John Dewey's Philosophy "In a Nutshell"

Wheels within Wheels, and An Over-All View of NEA

ABOUT THE AUTHOR

VERNE PAUL KAUB was born in 1884 in Harrison, Michigan, and attended graded schools in that city and Rensselaer, Indiana, where he graduated from high school in 1902. He was a member of the Class of 1907 of the University of Wisconsin for two years.

As a young man Mr. Kaub worked as a surveyor, salesman, machine shop worker and newspaper reporter. Except for three years in magazine circulation promotion, he was continuously in editorial work from 1913 to 1935. He was editor of the Watertown (Wis.) *Daily Times* during World War I, and served *The*

Milwaukee Journal as field editorial representative for eighteen months. For eleven years he was on the editorial staff of the Fond du Lac (Wis.) *Commonwealth Reporter*, and spent the last fourteen years of his active business life with the Wisconsin Power and Light Company in personnel and public relations work.

Soon after his retirement in 1949, Mr. Kaub took a leading part in organization of American Council of Christian Laymen, which he serves as president. Also he is vice-president in charge of research for National Council for American Council, and represented that Council in a symposium, "The Textbook in America," in *Saturday Review* for April 19, 1952.

The author's first book, *Collectivism Challenges Christianity*, Light and Life Press, 1946, was hailed as "the most widely reviewed book of the decade," and he is author of many widely circulated pamphlets. Among his more recent pamphlets are *The Yale Whitewash*, *Satan Goes to School*, and *Follies, Fallacies and Falsehoods of TVA*.

While Mr. Kaub claims no particular qualifications as critic of educational policies other than his editorial experience, he has had rather unusual opportunities to know about schools. During all his grade and high school years, his mother was a teacher in public schools and he taught one term in a rural one-room school. One of his principal assignments during his service with *The Milwaukee Journal* was to keep in close touch with schools and teacher training colleges, and while at Fond du Lac he was in daily contact with a training school for rural teachers.

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